



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Peacocks Early Learning Centre Rockfield

Profile Number: 46441

Location: Penrose, Auckland

1 ERO's judgement of Peacocks Early Learning Centre Rockfield is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
The learner and their learning He Whāriki Motuhake	Improvement required	Working towards	Embedded	Excelling
Collaborative professional learning and development builds knowledge and capability Whakangungu Ngaio	Improvement required	Working towards	Embedded	Excelling
Leadership fosters collaboration and improvement Kaihautū	Improvement required	Working towards	Embedded	Excelling
Stewardship through effective governance and management Te Whakaruruhau	Improvement required	Working towards	Embedded	Excelling

For an explanation of the judgement terms used and of the evaluation process please refer to the last page of this report. These judgements are based on the evidence provided to ERO during the evaluation.

Children's health and safety

Improvement required

Taking reasonable steps

2 ERO's Judgements

[Akarangi | Quality Evaluations](#) evaluate the extent to which early childhood services have the learning and organisational conditions to support equitable and excellent outcomes for all learners. [Te Ara Poutama Indicators of quality for early childhood education: what matters most](#) and [Early Childhood Education \(ECE\) Improvement Framework \(teacher led services\)](#) are the basis for making judgements about the quality of the service in achieving equity and excellence for all learners. Evaluations for improvement | Ngā Aronga Whai Hua is integrated across all of the above domains.

3 About the Service

Peacocks Early Learning Centre Rockfield is one of four services that share organisational leadership and operational oversight. A qualified general manager/mentor supports the centre manager and oversees the daily operations of this service. The service provides for children in four age-specific rooms. The philosophy is inspired by the Reggio Emilia approach, which views children as capable learners, teachers as guides in learning process, and the environment as an additional teacher. A small number of children enrolled are of Māori and Pacific heritage.

4 Progress since the previous ERO report

The 2021 ERO report identified three improvement areas including strengthening teachers use of *Te Whāriki* the early childhood curriculum to plan culturally responsive programmes with parents and whānau, improving internal evaluation processes and developing strategic goals, and to monitor the impact and progress made.

Good progress has been made in response to the areas for improvement identified in ERO's previous report. Teachers use *Te Whāriki* to plan meaningful, culturally responsive programmes in partnership with parents and whānau. They are increasingly how children's cultures and languages are affirmed within assessment information. Internal evaluation processes have also improved, with a clear focus on outcomes for children. Stakeholders' perspectives are valued and used to support ongoing improvement.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service has embedded systems and processes for knowing about what is happening for children in relation to the learning outcomes of *Te Whāriki*.

- Leaders and teachers work in partnership with parents and whānau to design a play-based curriculum that incorporates their aspirations and informs children's individual learning plans. There are many opportunities for parents and children to contribute to curriculum design and implementation.
- Useful assessment practices show how teachers are intentionally using the learning outcomes of *Te Whāriki* to identify children's learning and progress over time.
- The integration of te ao Māori concepts is becoming more evident in teachers' daily practices, as they promote a curriculum that is responsive to children's identity, culture and learning by recognising and celebrating diverse cultural events.

Collaborative professional learning and development builds knowledge and capability | Whakangungu Ngaio

Children's learning is well-supported through leaders and teachers engaging in ongoing professional learning that is relevant and builds on their professional knowledge and practice.

- New teachers are well-supported to develop a shared understanding of the service's philosophy and teaching practices. Professional learning priorities are selected based on the learning needs of individual teachers and the wider team.
- Leaders and teachers maintain a strong focus on the use of te reo Māori and tikanga Māori. This continues to be a key professional learning priority for the service.
- Teachers continue to develop their practice through engaging in professional learning. They have yet to evaluate how changes in their teaching practice positively affect children's learning and development.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are yet to fully develop coherent systems, processes and practices to support and improve quality teaching practices.

- Leaders and managers have a shared understanding of the philosophy and vision. They align resources and create the learning conditions that are responsive to the diverse learning needs of children.
- Leaders are establishing processes to do and use evaluation for improvement. They are yet to measure the effectiveness of changes made in relation to improved outcomes for children.
- Leaders offer teachers opportunities for professional learning and development. They are yet to ensure these opportunities are specifically aligned with the service's improvement priorities.

Stewardship through effective governance and management | Te Whakaruruhau

The organisation has yet to establish a systematic process for reporting progress against its' strategic priorities.

- The service's strategic plan provides a clear vision and direction that reflects a commitment to quality education and positive outcomes for learners. However, there is limited evidence of how ongoing progress is being monitored and evaluated.
- There are limited opportunities for the management team to further build their leadership capabilities.
- They are yet to engage in coaching and mentoring specifically designed to support their roles.
- The organisation has a leadership structure that supports all services. However, roles and responsibilities need to be refined to ensure effective oversight and reporting across the organisation.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Peacocks Early Learning Centre Rockfield completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's system for managing the following areas that have a potentially high impact on children's health and safety:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; excursion policies and procedures)
- suitable staffing (safety checking of staff, ratios)
- relevant evacuation procedures and practices.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

8 Where to next for improvement?

Peacocks Early Learning Centre Rockfield will include the following actions in its quality improvement planning:

- Improve evaluation processes to measure the effectiveness of changes made and their impact on outcomes for children.
- Support teachers to evaluate changes in their teaching practices resulting from professional learning, with a focus on the positive impact these changes have had on children.
- For leaders to implement and refine existing systems, processes, roles and responsibilities to ensure they are coherent, fit-for-purpose and to better guide practices across the organisation.

Activities undertaken by the evaluation team

- Pre-visit contact with the service provider/manager.
- Reading documentation and records of children's learning and development.
- Scanning the learning environment and resources.
- Observations of interactions and teaching practice while onsite.
- Meetings and / or conversations with leaders and teachers.
- Sampling of information related to compliance.

[Further information about how ERO evaluates early childhood services is available here.](#)

Lisa Oldridge

Lisa Oldridge
Director of Early Childhood Education (Acting)

14 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	86 children, including up to 26 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%, NZ European/Pākehā 26%, Indian 17%, Chinese 14%, Tongan 8%, South American 7%, Samoan 2%, Fijian 3%, other ethnic groups 13%
Service roll	72
Review team on site	December 2024
Date of this report	14 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, November 2021; Education Review, August 2017.

Description around ERO's judgement terms

ERO's judgements are based on *Te Ara Poutama* and the *Early Childhood Education Improvement Framework (teacher led services)*.

	Above the threshold for quality
Excelling	The service is excelling in the learning and organisational conditions to support high quality education and care for children
Embedded	The service has embedded its learning and organisational conditions to support ongoing improvement to the quality of education and care for children.
	Below the threshold for quality
Working towards	The service is working towards establishing the learning and organisational conditions to support improvements in the quality of education and care for children.
Improvement required	The service has not yet developed the learning and organisational conditions to support quality education and care for children.